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ABSTRACT

This is a description of a training course for human services personnel which covers a major function of comprehensive manpower development programs. Human Development in Organizations is a course for nonmanagement majors which surveys the developmental process of employees in complex organizations both from managerial and psychological standpoints. Topics covered include personnel recruitment, selection, placement, trainig and development; manpower planning; employee evaluation and reward systems; and job analysis and design. (Author)

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HUMAN DEVELOPMENT IN ORGANIZATIONS — MGT 334

A Higher Education Course Monograph

No. 4 in a Series

Produced by:
Manpower Development Higher Education System (MDHES)
Oakland University, Rochester, Michigan

Prepared Under:
Grant Award No. 31–26–74–05
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June 1975

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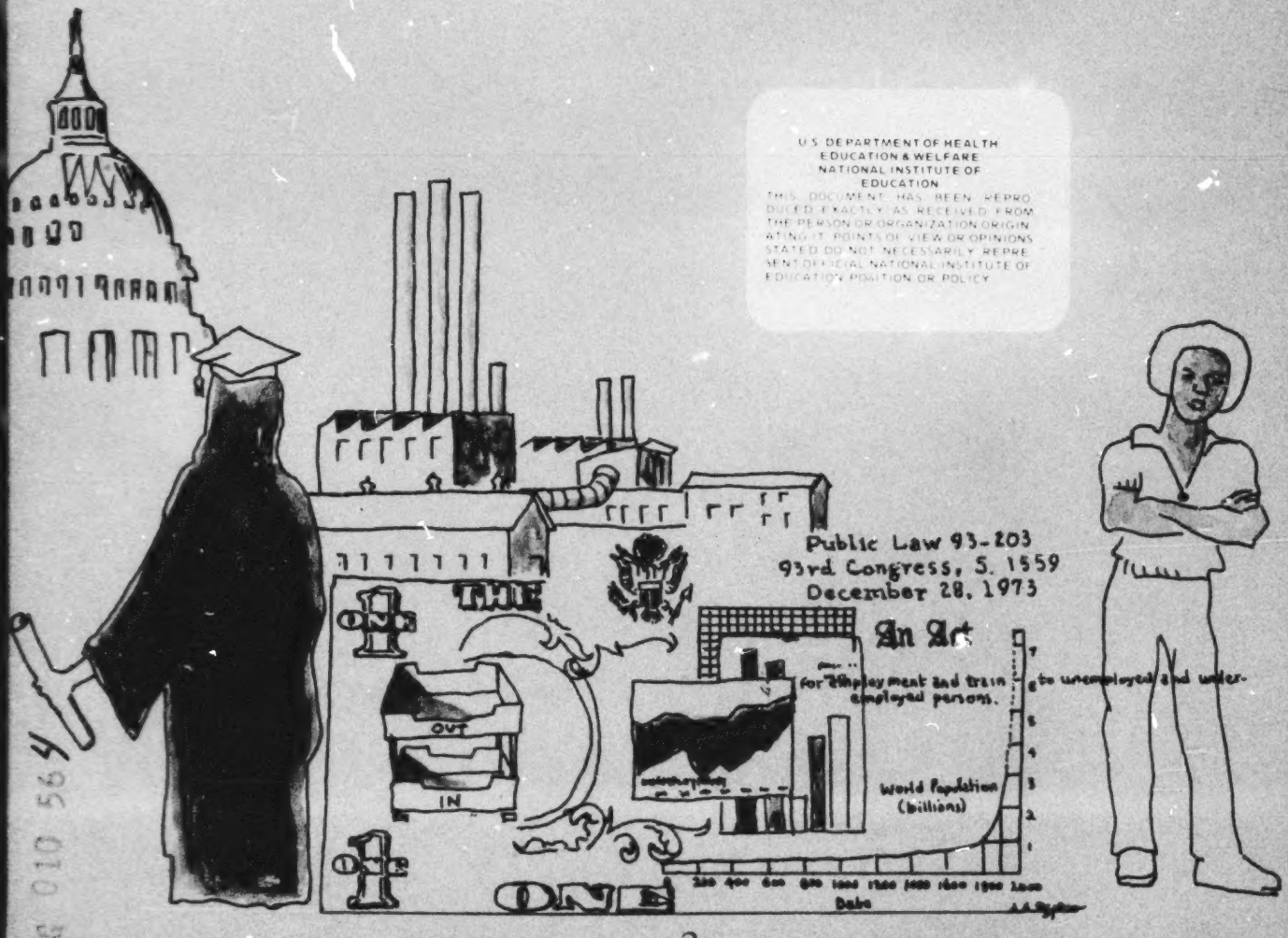

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Human Development in Organizations - MGT 334

A Course Monograph

Developed by
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Oakland University
Rochester, Michigan

PUBLISHED BY:

Manpower Development Higher Education System
School of Education
Oakland University
Rochester, Michigan, 48063

PROJECT DIRECTOR:

William F. Moorhouse

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A description of a training course for human services personnel which covers a major function of comprehensive manpower development programs. Human Development in Organizations is a course for non-management majors which surveys the developmental process of employees in complex organizations both from managerial and psychological standpoints. Topics covered include personnel recruitment, selection, placement, training and development; manpower planning; employee evaluation and reward systems; and job analysis and design.

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PREFACE

This monograph is one of a series describing courses developed for a curriculum in higher education which prepares personnel for employment in local, state and regional levels of Manpower Administration programs. This course, MGT 334 - Human Development in Organizations, is a cognate course in the bachelor of science degree in human resources development with a concentration in manpower development at Oakland University.

Faculty members at other colleges or training directors for governmental units will find this monograph useful in establishing educational programs for current or future manpower program employees. This course is divided into modules, each covering a few hours of instruction which may serve as the basis for short-term training sessions.

This course has been developed by Richard M. Steers, a faculty member whose doctoral degree is in organizational behavior and organizational psychology, and who has recently completed a book in his specialty area, motivation and work behavior.

The last page in this monograph is an evaluation form. We request that you return it after you have had time to examine the monograph and its possible uses to you. Your feedback will be of great assistance to us in preparing future monographs. Thank you.

A description of the B.S. in HRD program and similar monographs of other courses which have been designed especially for manpower work are being prepared. For more information write or call:

Wm. F. Moorhouse, Director
Manpower Development Higher Education System
Oakland University
Rochester, Michigan 48063

(313) 377-4171

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1.0 INTRODUCTION

1.1 Description of Curriculum: Concentration in Manpower Development

The Concentration in Manpower Development is a major component of the bachelor of science degree in human resources development offered by the Human Resources Development Area of the School of Education at Oakland University (see Fig. 1). The main goal is to provide a program which will help students to acquire the knowledge, skills and attitudes necessary to function effectively in entry-level positions in manpower programs at the local, county, state and regional levels.

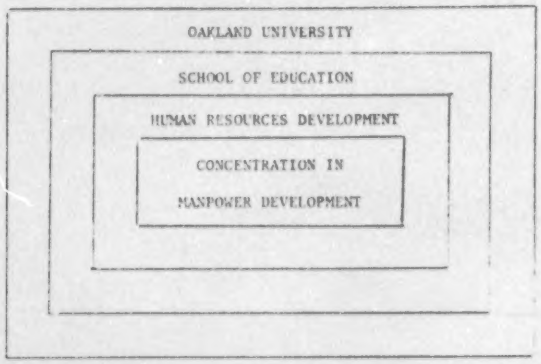


Figure 1: Location of Manpower Concentration

The B.S. in human resources development is a 124 semester credit degree of which 64 credits are devoted to general education in academic skills and to appropriate electives. General education includes: communication and writing skills, symbolic systems (such as mathematics, computer programing or modern language), three or more foundation courses in the social sciences (such as economics, political science, sociology and psychology) and one or more courses in natural science, history and studies of other areas of the world or arts.

The remaining 60 semester hours of credit comprise the professional concentration in manpower development. There are three major components within this concentration: cognate courses, basic core courses which include an internship in a manpower program setting and a selection of courses in various specialties of manpower work. Each component emphasizes a different area of professional preparation and provides flexibility which allows students to draw upon a wide range of course work. Figure 2 illustrates the parts of the degree program followed by a brief description of each of the three components of the concentration in manpower development.

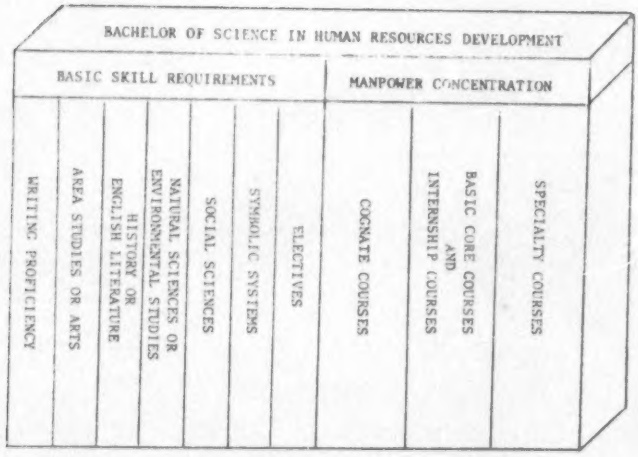


Figure 2: HRD Course Distribution

1.11 The Cognate Course Area

Within the 60-credit concentration in manpower development each student is required to take a minimum of 24 credits chosen from a wide selection of upper division courses which are regularly offered within the university in the subject areas of: economics, management, political science, psychology, sociology/anthropology or speech communication. Students must have previously taken prerequisite courses under the basic skills requirement or as electives.

Courses chosen for the cognate area must include the following:

a. A course which includes methods of research and/or statistics
b. A course which deals with social change
c. An advanced course in psychology
d. An advanced course in sociology
e. A selection of other courses approved for the cognate area to make a minimum total of 24 semester hours credit in the fields such as: computer science, economics, management and political science.

1.12 Basic Core, Internship and Specialty Courses

As a part of the concentration in manpower development, each student is required to take a minimum of 24 to 28 semester hours credit from a selection of applied courses offered under the labels HI (Human Interaction) and HRD (Human Resources Development) plus an "Internship in Human Resources Development, 8 to 12 credits, for a total of 60 semester hours credit including the 24 credits in the cognate area.

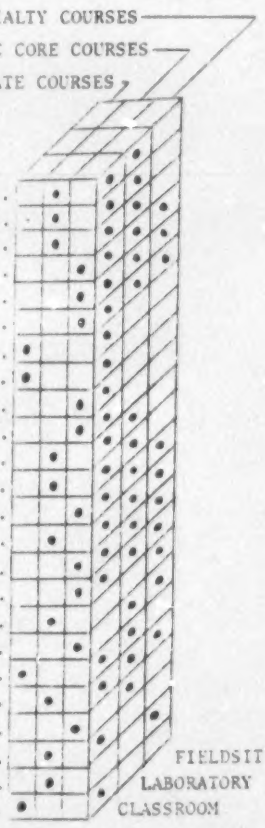
The HI and HRD courses are those offered by the Human Resources Development Area faculty. They are interdisciplinary in nature and have been designed cooperatively with advice from community agency and governmental personnel.

1.2 Positioning of Course Within Curriculum

The following is a list of the courses which were developed for the Human Resources Development curriculum. They are the courses which have been added, to date, at the undergraduate level, to offerings already available within Oakland University which are relevant for the preparation of personnel for work in Human Resources Development programs. They are classified as to the part of the Manpower Development Concentration where they may be applied, such as cognate, core, or specialty courses. Also, the various sites where instruction takes place are indicated such as: classroom, laboratory (simulation) or field site.

*MGT 334 Human Development in Organizations is a cognate course within the HRD curriculum and utilizes the classroom setting.

NEW COURSES DEVELOPED FOR THE HUMAN RESOURCES DEVELOPMENT CURRICULUM **



HI	261	FUNDAMENTALS OF HUMAN INTERACTION
HI	361	TECHNIQUES OF THE HELPING INTERVIEW
HI	363	DYNAMICS OF HUMAN RELATIONSHIPS
HI	461	INTRODUCTION TO COUNSELING
HI	463	GROUP PROCEDURES IN HELPING RELATIONSHIPS
HI	464	TECHNIQUES OF CONSULTATION
HRD	301	THE NATURE OF MAN
HRD	302	ETHICAL STUDIES OF PERSONAL CRISIS
HRD	331	INTRODUCTION TO COMMUNITY MENTAL HEALTH
HRD	335	PROBLEMS OF DRUG ABUSE & ALCOHOLISM
HRD	362	ASSESSMENT OF YOUTH & ADULTS
HRD	364	CAREER DEVELOPMENT & COMMUNITY RESOURCES
HRD	365	STUDENT RESOURCES DEVELOPMENT
HRD	366	TECHNIQUES OF HUMAN RESOURCES DEVELOPMENT
HRD	367	EMPLOYABILITY DEVELOPMENT PROCEDURES
HRD	368	JOB DEVELOPMENT & TRAINING
HRD	369	FIELD WORK IN HUMAN RESOURCES DEVELOPMENT
HRD	390	SPECIAL PROBLEMS IN HUMAN RESOURCES DEVELOPMENT
HRD	401	ORGANIZATIONAL ANALYSIS & CHANGE PROCESS
HRD	402	HUMAN SERVICE DELIVERY AND EVALUATION
HRD	467	WORKSHOP IN HUMAN RESOURCES DEVELOPMENT
HRD	469	SEMINAR IN HUMAN RESOURCES DEVELOPMENT
HRD	490	INTERNSHIP IN HUMAN RESOURCES DEVELOPMENT
* MGT	334	HUMAN DEVELOPMENT IN ORGANIZATIONS

** NOTE: IN ADDITION, THERE ARE NUMEROUS OTHER APPROPRIATE COURSES OFFERED REGULARLY WITHIN THE UNIVERSITY IN ECONOMICS, EDUCATION, MANAGEMENT, MATHEMATICS, POLITICAL SCIENCE, PSYCHOLOGY, RESEARCH AND COMPUTER SCIENCE, SOCIOLOGY/ANTHROPOLOGY, STATISTICS AND OTHER ELECTIVES WHICH MAY BE APPLIED TOWARD THE BACHELOR OF SCIENCE IN HUMAN RESOURCES DEVELOPMENT.

1.3 Statement of Course Purpose

The course Human Development in Organizations is designed to provide students in the human resources development area with the fundamental skills necessary for managing human resources in organizations. As such, the course surveys the role of the personnel function in complex organizations both from a managerial and from a psychological standpoint. The primary focus of the course is on developing the student as an analytical and critical consumer of behavioral data so that such knowledge can be applied toward improving the utilization and development of human resources in both public and private organizations.

2.0 COURSE DEVELOPMENT PROCESS

2.1 Description of Course Development

Students in traditional management programs have typically had available to them courses focusing on personnel management in business organizations. Similarly, industrial psychology students have typically had available courses in the area of personnel psychology. While personnel management focused primarily on the "How-to-do-it" aspects of managing human resources, personnel psychology emphasized the more theoretical and psychometric aspects. Unfortunately, both of these approaches are limited by their narrow domains, and neither approach addresses specifically the issue of developing human resources in the less traditional areas of human services delivery.

In order to fill the need for a uniquely tailored program designed to draw upon both personnel management and personnel psychology (as well as organization theory) as each contributes to the area of human resources development, discussions aimed at developing such a course were begun in the fall of 1974. It was decided that the experimental course would be taught in the winter semester, 1975, by an organizational psychologist.

Discussions were carried out with the relevant HRD personnel in an effort to secure information concerning the background (i.e., the extent of preparation) of potential students as well as student career goals. Based on this information, the design of the course took shape.

The resulting design represented a blend of personnel management, personnel psychology and organization theory, plus a special emphasis on those areas of management which have particular relevance to the students involved. No prerequisites were set forth for the course other than upper division standing and no assumptions were made concerning previous coursework (e.g., statistics). The course was designed to be a self-contained unit that could begin the learning experience at the entering level of the student and build from there.

2.2 Description of Module Development

Given the background of the potential students, it was felt that the course should attempt to cover three major areas of study, or modules:

1. Organization and Management: Since students had no prior exposure to the nature of organizations, the first module was designed to introduce the students to the basic concepts of organization and management. Characteristics of organizations would be discussed, as would the nature of work and the role of the individual and group processes. This information aimed at providing a foundation upon which to build the later materials concerning human resources acquisition, development and utilization.

2. Human Resources Management: Building upon the introduction to the nature of organizations, the second module was designed to focus on the role of the personnel function in complex organizations. In this module, the psychological and management literature is integrated and applied specifically to the needs and environment of the targeted student population. The module aims at developing the students' understanding and skills in such areas as manpower planning, recruitment and selection, psychological testing, placement, training and development, performance appraisal and reward systems.

3. Special Topics in Personnel: Based upon Modules 1 and 2, this module was designed to allow students to "specialize" in one specific area of concern in the areas of human resources management. Here, through outside research, students could become expert in one particular topic (e.g., minority employment, mental health at work, alcoholism and drug abuse in organizations, etc.) and then share their knowledge with the other members of the class. Students would be encouraged here to include information from the "real world" through interviews, observations, first-hand experiences, etc.

When put together, the three modules aim at developing students who are unfamiliar with general organizational and managerial processes into potential managers and administrators. Such individuals should demonstrate the capacity to effectively develop and utilize their human resources in the future for maximum organizational and personal goal attainment.

3.0 MODEL OF COURSE STRUCTURE

3.1 Course Goals and Objectives

Many of the goals and objectives of the course Human Development in Organizations (designated MGT 334) are implicit in the earlier discussions concerning the course development process. However, it is possible to state these goals more formally as follows:

a) To develop the students' understanding of basic organizational structures, processes and behavior.

b) To develop the students' awareness of the role played by the personnel function in complex organizations.

c) To develop the students' abilities and skills in dealing with the human problems that are typically found in organizations.

d) To develop the students' capacity to successfully manage employees and volunteer workers in HRD-related organizations, including such functions as manpower planning, recruitment and selection, training and development, appraisal and reward systems, etc.

e) To develop students as analytical consumers of behavioral data so they know where to secure appropriate information on personnel-related problems as well as how to interpret and evaluate the validity and utility of such information.

f) To experience first-hand the dynamics of one specific area of management concern through a project which facilitates the integration of theory and research with practical applications.

3.2 Course Content

The major content areas of the course are consistent with the course objectives. The topics to be covered are as follows:

Nature of complex organizations
Nature of work
Role of management in organizations
Group dynamics
The personnel function
Manpower planning
Recruitment and selection models
Psychological testing
Individual-organizational linkages
Training and development
Performance appraisal and review
Reward systems
Influence processes
Special topics in personnel

3.3 Instructional Strategy

Mgt 334 aims at facilitating learning through the integration of a variety of mechanisms, including:

-lectures
-case studies
-learning laboratories
-group discussions
-research projects

Active participation is encouraged, though such participation is expected to reflect adequate preparation and thought rather than unsubstantiated opinions. In other words, students are encouraged to integrate personal experiences with theories and research on a given topic and are expected to think about the interrelationships between such variables.

Efforts are made to view both the course and the members of the class within a system framework. Thus, concern is shown for how one topic and/or module relates to (or is affected by) another topic and/or module. Moreover, classroom dynamics receive attention as a learning laboratory; i.e., an opportunity to see how some of the concepts studied on a theoretical place actually apply (or do not apply) to real life settings.

Two textbooks were selected for the course. These were:

Strauss & Sayles, Personnel: The Human Problems of Management. Third Edition. Prentice-Hall, 1972.

Hamner & Schmidt, Contemporary Problems in Personnel. St. Clair Press, 1974.

Both of these books integrate the managerial aspects of human development in organizations with the psychological aspects. However, it was not expected that they would represent an ideal selection since, as stated above, the concept of the course itself is new. Hence, no perfectly suitable texts exist. Instead, these books were used as guides to the relevant theories and research, and attention was focused in class on examining how and to what extent the textual materials applied to the problems under discussion. Thus, the two texts were used for their resource value (as were additional library books) rather than for their prescriptive or normative value.

3.4 Assessment System

3.41 Initial Information: In order to assess the background and level of entering students, information was collected verbally and in writing as to pre-test competencies. In particular, information was sought (primarily through verbal discussions) concerning: 1) the extent and nature of exposure

to management concepts; 2) the extent of exposure to psychological concepts as they relate to organizational dynamics; and 3) the extent of personal experiences that may have some relevance to the course.

In addition, information was collected concerning course goals for the students. We wished to know here what their expectations were for the course as well as what their career goals were. Finally, all students were asked to complete the "Undergraduate Student Questionnaire for HI and HRD Courses" (See Exhibit 1).

3.42 On-Going Evaluation: Learning competencies were assessed during the course using three evaluation points. After modules 1 and 2 (described above), an essay examination was administered which sought to establish the extent to which students could integrate (and critically evaluate) theory and research with practical applications.

For module 3, students were asked to prepare a summary of the information they generated on their special project and to present the summary to the class. In this way, all students could benefit from one another's research efforts. The project carried one third weight insofar as the final course grade was concerned.

3.43 Final Evaluation: In order to assess student perceptions concerning the relative impact of the course, two evaluation forms were administered to students at the end of the course. The first form (Exhibit 2) represents a forced-choice evaluation questionnaire where students were asked to rate the class on several specific aspects. Responses were scored on a Likert scale.

The second form (Exhibit 3) represents an attempt to secure unprompted information concerning student likes and dislikes vis-a-vis the class. Here an open-ended response format was employed.

EXHIBIT 1

OAKLAND UNIVERSITY
Human Resources Development

UNDERGRADUATE STUDENT QUESTIONNAIRE FOR HI AND HRD COURSES

1. Name_____ O.U.#_____ Date_____

2. Mailing Address_____

3. Office Phone_____ Home Phone_____

4. Are you now working?_____ (a) if so, what do you do?_____

_____

(b) where are you employed?_____

5. Describe other work experience you have had, indicating length of time.

_____

_____

6. What other HI or HRD courses or related courses have you taken?_____

_____

7. Total Semester Hours Completed at Oakland University:_____

Elsewhere:_____

8. In what area are you majoring?_____

9. Who is your major advisor at Oakland University?_____

10. What are your special interests within the area of this course that you may want to pursue in greater depth on an individual or group basis?

_____

_____

_____Check here if you wish to be on the Human Resources Development mailing list.

11. What background do you have in areas related to this course?_____

_____

12. What are your expectations for this course? (Outcomes, topics to be included, etc.)_____

_____

_____

13. Other information you want to share_____

_____

_____

EXHIBIT 2

"STUDENT EVALUATION OF FACULTY" QUESTIONNAIRE

Instructor_____

Course_____

This questionnaire is the students' input into the process of faculty evaluation. It serves two purposes. The answers will be a form of feedback from students to the faculty member which he then can use for self-evaluation of impact in this course. In addition, the results may be used by the appropriate persons concerned with evaluating the performance of the faculty member as an employee of the university.

---

1. Keeps regular office hours.

unavailable	1	2	3	4	5	available

2. Encourages student discussion.

discourages discussion	1	2	3	4	5	encourages discussion

3. Holds regular review sessions.

never reviews	1	2	3	4	5	regularly reviews

4. Adapts teaching methods and illustrative materials to the backgrounds of the students in the course.

never considers background in presentation	1	2	3	4	5	conscious of differences and adapts presentation

5. Lets the students know how they are doing in the course.

never gives feedback to students	1	2	3	4	5	gives adequate feedback to the students

6. Is an effective public speaker.

boring	1	2	3	4	5	stimulating

7. Relates to the ideas in his or her course to current events, personal experiences, and the experiences of students.

never relates concepts to real world	1	2	3	4	5	always relates concepts

8. Is available to students outside the classroom.

never found outside the classroom 1 2 3 4 5 able to be consulted outside the classroom

9. Uses several kinds of grading devices (quizzes, term papers, discussions, etc.).

one grading device 1 2 3 4 5 variety of grading devices

10. Is "flexible" and open to suggestion on such matters as test questions, discussion topics, and term paper topics.

fixed 1 2 3 4 5 flexible

11. Clearly states the goals of the course.

doesn't state goals 1 2 3 4 5 clearly states goals

12. Provides references, course materials, and a schedule of important events in the course.

provides no such information 1 2 3 4 5 provides all items

13. Is patient with students.

loses patience easily 1 2 3 4 5 is patient with students

14. Is enthusiastic about the course.

bored with course 1 2 3 4 5 enthusiastic about course

15. Conducts classes in an informal way.

formal format 1 2 3 4 5 informal format

16. Overall subjective evaluation of the instructor compared to the other instructors at the university.

far worse 1 2 3 4 5 far better

17. Overall subjective evaluation of the course compared to others at this university.

far worse 1 2 3 4 5 far better

EXHIBIT 3

Open-Ended Course Feedback Sheet

In the spaces provided below, please provide your thoughts about positive and/or negative aspects of the following:

1. Assigned reading materials for the course:

   A. Positive Remarks:

   B. Negative Remarks:

2. Class lectures:

   A. Positive Remarks:

B. Negative Remarks:

3. The professor:

A. Positive Remarks:

B. Negative Remarks:

3. Quizzes, exams, papers, etc.:

A. Positive Remarks:

B. Negative Remarks:

4.0 DESCRIPTION OF INSTRUCTIONAL MODULES

4.1 Module 1: Organization and Management

4.11 Rationale

This module is designed to provide students with a general background concerning the nature of organizations and the role of management in facilitating goal attainment.

4.12 Instructional Objectives

This module aims at developing the students' awareness of organizational processes and structures as they relate to human behavior at work. Such information is deemed essential if students are to ultimately become proficient administrators in the area of human resources development.

4.13 Description of Instructional Content

In order to meet the above instructional objectives, the following topics, along with their reading requirements from the two texts, are listed below:

Class Period	Topic	Strauss & Sayles	Hamner & Schmidt
1	Introduction & orientation		
2	Nature of organizations	Ch 14,15,16	
3	" " "		
4	Nature of work	Ch 1,2,3	Pp 328-337
5	Approaches to the management of work		
6	The work group	Ch 4	
7	" " "		
8	The personnel function	Ch 17,29	Ch 1

While the arrangements of the topic areas and the specific reading assignments are, of course, flexible, they are provided here as an example of how the topic areas and the instructional objectives might be met. A more detailed analysis of topics to be covered is presented in the topical outline in the Appendix.

4.14 Description of Instructional Strategies

Several approaches to learning were utilized in this module. Each major topic area was accompanied by an introductory lecture. In addition, however, selected case studies were used along with group discussions and experiences in an attempt to bridge the gap between theory and practice. Since many of the students had had some previous work experience, attempts were made throughout to draw upon and integrate these experiences with the other relevant course materials.

4.15 Evaluation Process

Evaluation of learning in this module takes the form of an essay examination which calls upon the student to integrate theory, research and practice in the area of organization and management.

4.2 Module 2: Human Resources Management

4.21 Rationale

This module is designed to provide students with an in-depth understanding of the managerial and developmental aspects of human resources in work settings.

4.22 Instructional Objectives

Module 2 aims at developing the students' awareness, understanding and abilities in the area of human resources management, as discussed above. Such information and skills are requisite to an ability to utilize and develop manpower in a manner which contributes toward optimal organizational and personal goal attainment.

4.23 Description of Instructional Content

In order to meet the above objectives, the following topics have been identified, along with their respective readings.

Class Period	Topic	Strauss & Sayles	Hamner & Schmidt
1	Manpower planning	Ch 18	Pp 57-66
2	Recruitment & selection models	Ch 19	Pp 67-101; 142-180
3	Psychological testing		Pp 102-141
4	Individual-organizational linkages		Ch 4,7
5	Training & development	Ch 20,22,24	Ch 3
6	Work planning & performance appraisal	Ch 23	Pp 245-265; 322-327
7	Reward systems	Ch 25,26,27 28	Pp 308-321
8	Influence processes	Ch 6,7,8,9	Pp 279-307
9	Communication processes	Ch 10,11	

A more detailed analysis of the topics to be covered is presented in the topical outline in the Appendix.

4.24 Description of Instructional Strategies

The instructional strategies used for module 2 were similar to those employed in module I. Selective lectures were used,

combined with case studies from a variety of institutional settings and group discussions. Again, personal experiences were drawn upon where appropriate in an effort to integrate theory and practice.

4.25 Evaluation Process

The evaluation phase of module 2 is similar to that of module 1. That is, an essay examination was administered at the conclusion of this module which attempted to assess the extent of student learning and the capacity of the student to build bridges between the more theoretical components of the module and real life experiences.

4.3 Module 3: Special Topics in Personnel

4.31 Rationale

Module 3 was included for three primary reasons. First, based on the earlier two modules which were largely prescribed by the instructor to provide foundation materials, it was felt that the student now had sufficient knowledge to work independently on a topic of his or her choosing. Thus, students could now pursue a particular topic that related to their specific work or career objectives.

Second, this module was designed to allow students to pursue such a topic and become a "specialist" in it. Thus, while modules 1 and 2 were survey modules in terms of content covered, module 3 allowed for an indepth study of a relatively narrow topic.

Finally, module 3 allowed students an opportunity to share the information that was learned with the other students, thereby increasing their own knowledge of the topic.

4.32 Instructional Objectives

The objectives for module 3 are consistent with the rationale described above. That is, the module aimed at facilitating in-depth study of a particular aspect of human resource management as chosen by the student and the sharing of information gathered with the other students.

4.33 Description of Instructional Content

Topics to be covered were selected on a voluntary basis by the students. Students were allowed to work in pairs if they chose to do so. The topics that were selected are listed below, along with the relevant textual materials:

Class Period	Topic	Strauss & Sayles	Hamner & Schmidt
1	Minority employment	Ch 21	Ch 9
2	Human resource accounting		Pp 266-278
3	Drug abuse & alcoholism		Pp 473-486
4	Mental health and work		Pp 493-498
5	Job redesign		
6	Organizational structure & performance		
7	Introducing change	Ch 12	

A more detailed description of the topics covered is presented in the topical outline in the Appendix.

4.34 Description of Instructional Strategies

In module 3, the instructional strategies differed radically from those employed in the earlier two modules. Each student, or pair of students, was given full responsibility for researching his or her chosen topic. Such research included not only library research, but also interviews with managers in organizations who were expert in the particular area. For example, for the topic of drug abuse and alcoholism at work, the students surveyed a variety of organizations to determine the nature of in-house programs aimed at dealing with such problems. For the minority employment topic, students researched equal employment opportunity laws as well as actual case histories of organizations involved in discrimination cases and/or affirmative action programs.

Students were given the class period and allowed to present their materials in any manner that they saw fit. They were instructed that it was their responsibility to enlighten the other students on their particular topic. This procedure led to the utilization of a variety of instructional techniques, from mini-lectures to group discussions to experiential learning. Typically, a presentation consisted of a combination of these strategies. Again, student discussions and input from other class members were encouraged.

4.35 Evaluation Process

Students are to be evaluated for this component as a result of the adequacy of their research and delivery of their special topic. The grade was assigned by the instructor, along with feedback, and represented a composite score reflecting the student's depth of preparation, coverage of the topic, critical analysis of the available materials and class presentation.

5.0 CONCLUSION

5.1 Results of Evaluation

Three methods of evaluation were used with the course: 1) student performance; 2) program performance as measured by student perceptions on a limited-response format instrument; and 3) program performance as measured by open-ended responses to questions by students. Both 2 and 3 were administered by someone other than the instructor and were anonymous. Students were informed that the instructor would not see such feedback until after course grades were turned in.

5.11 Student Performance: As a result of the two examinations and the class projects, three sources of data were available concerning student performance levels. These data became particularly meaningful when compared to performance in other management classes in the same general topic area.

In general, the performance measures indicated that students were able to achieve a solid proficiency level with respect to the materials covered. The mean course grade was 3.3; this compares most favorably with grades of students in other upper division management courses. Moreover, such proficiencies remained fairly stable over all three modules.

5.12 Program Performance (Limited-Response): The second evaluative tool used in the course took the form of a standardized student evaluation form where students were asked to rate various aspects of the course on 5-point Likert scales (see Exhibit 2). While many questions on this form pertain to the specific instructor teaching the course, it was felt that inclusion of the results would prove beneficial in an evaluation of the course as a whole.

The results, shown in Exhibit 4, indicate that students generally had a favorable response to the course. While the data from this exhibit speak for themselves, particular note should be taken of item 17. This item attempts to measure students' overall reaction to the course itself (i.e., their feelings that course content was relevant, substantive, goal-directed, etc.). As can be seen from Exhibit 4, a rather high mean score (4.2) was achieved on this important dimension of student evaluation.

5.13 Program Performance (Open-Ended): Finally, in addition to the limited response format questionnaire, students were also asked to evaluate the course on four major course-related variables: 1) reading materials; 2) class lectures; 3) the professor; and 4) quizzes, exams, papers, etc. Both positive and negative comments were sought in an open-ended response format (See Exhibit 5).

EXHIBIT 4

Means and Standard Deviations on Student Evaluation Form *

		Mean Rating	Standard Deviation
1.	Keeps regular office hours	4.4	0.68
2.	Encourages student discussion	4.9	0.31
3.	Holds regular review sessions	4.1	0.78
4.	Adapts teaching methods to students backgrounds	4.4	0.68
5.	Provides adequate feedback to students	4.1	0.74
6.	Is an effective public speaker	3.7	0.47
7.	Relates course to current events and student experiences	4.7	0.47
8.	Is available to students outside the classroom	4.2	0.63
9.	Uses several kinds of grading devices	3.7	0.82
10.	Is flexible and open to suggestion on tests, papers, etc.	4.9	0.31
11.	Clearly states the goals of the course	4.3	0.94
12.	Provides references, course materials and schedule of class events	4.3	0.82
13.	Is patient with students	5.0	0.00
14.	Is enthusiastic about the course	4.2	0.79
15.	Conducts class in an informal way	4.4	0.50
16.	Overall subjective evaluation of instructor	4.2	0.42
17.	Overall subjective evaluation of course	4.2	0.63

* Item scales ranged from 1 to 5 with 3 as a median absolute score (see Exhibit 2).

The nature of the open-ended response format does not lend itself easily to quantification. Therefore, a summary of all of the comments made by students concerning the course are summarized in Exhibit 5. Quotation marks have been omitted. These comments should provide both useful data concerning the degree of success of the class as offered plus suggestions for improvements when the course is offered in the future.

5.2 Summary and Recommendations

Based on the experience of this exploratory class, several recommendations can be set forth:

1. Based on student response (both formally and informally), there appears to be sufficient demand for the course to justify its being offered at least once a year. Moreover, given the nature of the targeted student population, consideration should be given to offering a section of the course at night. Such action should result in reaching a larger student population and would attract students who had more work experiences to bring to the learning environment.

2. Again, based on student response, it is suggested that consideration be given to increasing the number of lectures delivered in the class. Students apparently feel that, given the nature of the subject matter, greater effort should be directed by the instructor toward organizing and presenting the more complex materials as a foundation upon which to build the more experiential materials.

3. It is recommended that consideration be given to reducing somewhat the amount of reading required for the course. While student complaints concerning reading loads are commonplace, it is felt such complaints in this case were justified. It appears in hindsight that a superior strategy to the one used would have been to require less readings but more depth of coverage. (Parenthetically, it should be noted that several students felt the Strauss & Sayles book was not sufficiently challenging; consideration should be given to replacing it with a more demanding text, especially if the reading load is reduced).

EXHIBIT 5

SUMMARY OF STUDENT OPINIONS CONCERNING MGT 334 *

1. Assigned reading materials for the course:

   A. Positive Remarks:

   I liked the reading material for the course although it was quite a lot.
   Lucid, well organized material.
   Reading all relevant to subject and effectively selected. Couldn't have balanced without both Strauss & Sayles and Hamner & Schmidt.
   Cases in the text bring up the problems of applying theory to a real-world situation. Book of readings = interesting to see the results of research.
   I liked the S&S book really well. Reading was interesting and it went by quickly because it was set up so well. The H&S book sometimes seemed too detailed, often said in a more complicated way, same thing as S&S book.
   Informative and generally easy to understand and usually somewhat interesting.
   The use of a text and a reader gave a broad outlook. The text was structured and easy to read. The reader dealt with current issues and studies.
   Good, valuable information.
   The readings did relate to test material.

   B. Negative Remarks:

   Think it was a little too much reading material.
   Too expensive, only one or other book necessary.
   Tremendous amount of reading required.
   Text book (Strauss & Sayles) rather simple; makes solutions to problems more simple than they would be in the 'real' world. Readings concerned too much with the statistics involved.
   After revision of scheduled readings, it was a fair amount to ask.
   Sometimes it seemed like too much.
   Hamner & Schmidt was too statistical at times. But since we weren't required to know the specifics but rather the generalities, it was OK.
   Too much reading expected for a course that is a non-management major. Subjectively, I had no background in organizational management - had the feeling from the instructor I should have known more basics before taking this class.

2. Class lectures:

   A. Positive Remarks:

   I really enjoy the lectures because of the non-formal structure of them. Students could argue points without waiting for end of lecture.

*See Exhibit 3

Informal, group oriented, much room for discussion, avoids formalized prepared speeches.

First part of semester lectures picked up main points of readings and included relevant learnings outside readings.

Lectures helped with applying the text to real problems. Lectures combined with case studies was an effective method of learning theory, but seeing also how theory applies more to ideal world.

Only had about 4 lectures that were really done well. Not too lengthy, not too bogged down in too many minute details. At that pace you remember much more.

Very good, non-authoritarian, stimulated discussion, use of case studies helpful and fun.

Informative and structured for open discussions.

Good. Informal classes with two way communication are excellent. Case studies were valuable. Time was not boring, as it usually is in a class lasting over one hour. Relevant discussions to current goings on in the business world were good and informative.

Very informative at first, but hardly ever lectured.

B. Negative Remarks:

Does not encourage debate which would be more interesting than a constant use of group feedback without the groups contradicting each other or having to support their arguments.

Not enough lectures during last 2/3 of class.

Not enough lectures - too much reading. I understood the lectures (with discussions) a lot better than I comprehended all the reading material. Could have been a much more interesting class with more "output" from instructor.

3. The professor:

A. Positive Remarks:

Very good professor. Knows how to relate to people. Although I don't expect a good grade, I can certainly say I have learned a lot. I enjoyed the case studies also.

Easy to relate with as a person, and respect his knowledge of the field and the intelligence not to over impress or confuse the students with this knowledge.

Sincere, concerned, warm person. Shared where you are coming from and also how you know about management. Always open to giving students help.

Knew material well. Answered questions well. Seemed concerned about how students felt about the course and was willing to act on that feedback.

Great sense of humor which is really important in creating ease in the classroom. Flexible, interested, willing to discuss agenda for class and types of tests.

Nice guy. Related useful job experience. Knows his subject well. Can be friendly outside of class. Seemed to be interested in his students.

Offers a variety of teaching methods in an instructive way.
Very good. Relates well to students. Listens to them. Uses our ideas and suggestions. Runs things the best way for us, and still guides us in the proper direction.
Very knowledgeable of his field. Felt he could have given much more of himself to make class more enjoyable or interesting.

B. Negative Remarks:

Would have liked to have had a few movies shown.
Should lecture slightly more so that the groups would have a more established base from which to launch discussions.
None really - felt you could have shared a lot more with us that would have been interesting and relevant, to management of people.
Seemed in a hurry to get done with a class. Would have appreciated comments on the tests, rather than just a grade.
Would have preferred more class time. Sessions did not usually run full time period and did not meet every week.

4. Quizzes, exams, papers, etc.

A. Positive Remarks:

Quizzes and exams were very relaxing. By this I mean they were not geared to memorization but learning.
Good tests, comprehensive of material covered. Enjoyed most preparing and giving report.
Enjoyed doing a group project. Exams were O.K.-seemed fair.
No complaints because the class had a hand in choosing them. We decided together on essay format, decided how many tests and were able to pick which topic we wanted our project on. Presentations are more interesting than writing papers so I was very pleased.
Presentations by students, very good idea.
I like exams that are not cumulative as it helps break down the reading.
In a class like this, particularly with much reading involved, general related discussion type questions are the best. The reports were very good.
Tests did relate to readings.

B. Negative Remarks:

I think we should have had one more exam.
Exams - somewhat limited in scope, generally too vague, not indicative of course material, really not necessary for the course. A research project along with the presentations would have been a better idea.
Too few questions per test. In some instances, the questions were ambiguous.
Perhaps a bit more feedback/discussion in class on exam results, such as what you were looking for.

Tests were too involved for me because they were based solely on reading materials. Didn't like grading method. Too ambiguous. Didn't know what I was getting graded for - what was right and wrong.

Appendix

Topical Outline for Modules

Module 1: Organization and Management

1. Nature of Organizations

   A. Hierarchy

      1. Characteristics of hierarchy
      2. Extended hierarchies
      3. Patterns of downward communication
      4. Patterns of upward communication
      5. Statistical controls in organizations

   B. Specialization

      1. Specialization and job satisfaction
      2. Need for specialization and coordination
      3. Basic patterns of lateral relations
      4. Implications of increasing specialization
      5. Specialization and the supervisor's role

   C. Minimizing the human problems of organizations

      1. Fewer levels of management
      2. Building integrated work teams
      3. Improving coordination between groups
      4. The meaning of decentralization
      5. Personality and organization structure

2. Nature of Work

   A. The meaning of work

      1. Historical approaches
      2. Employee needs and need satisfaction
      3. Nature of job satisfaction

   B. Technology and satisfaction of blue-collar workers

      1. Craft work
      2. Machine-tending and assembly-line work
         a. Actions to improve mass-production jobs
      3. Continuous process work

   C. Technology and satisfaction of white-collar workers

      1. White-collar work
      2. Professionals
      3. Managerial jobs

3. Approaches to the Management of Work

   A. Traditional approaches
   B. Human relations approach
   C. Human resources approach
   D. Role of management

4. The Work Group

   A. Why groups are formed
   B. How groups are formed
   C. Group cohesiveness

5. The Personnel Function

   A. Role of personnel administration

      1. Historical background
      2. Scope of personnel administration
      3. How personnel exercises influence
         a. Audit relationships
         b. Stabilization relationships
         c. Advisory relationships
         d. Service relationships
      4. Balancing staff functions

   B. Management's responsibilities in dealing with people

      1. Historical perspective
      2. Satisfaction vs. profitability
      3. Role of behavioral sciences
      4. Conclusions

Module 2: Human Resources Management

1. Manpower Planning

   A. Manpower forcasting
   B. Job analysis and job descriptions
   C. Designing career paths
   D. Internal promotion vs. external recruitment
   E. Administering career paths
   F. Selecting who is to be promoted
   G. Administering the promotional program
   H. Transfers
   I. Stability of employment
   J. Reduced employment
   K. A systems approach to manpower planning

2. Recruitment and Selection Models

   A. Recruitment

1. Nature of the labor market
2. Manpower sources
3. Methods of recruitment

B. Alternative selection philosophies
C. Selection instruments

1. Biographical inventories
2. Interviews
3. Physical examinations

D. Decision-making
E. Selection of executives
F. Role of manager
G. Role of personnel department

3. Psychological Testing

A. Nature of testing
B. Types of tests
C. Cautions and limitations

4. Individual-Organizational Linkages

A. Attachment and commitment in organizations
B. Turnover and absenteeism

5. Training and Development

A. Technical training

1. Nature of training
2. Who should train?
3. Objectives of training
4. Learning theory
5. Types of training

B. Management development

1. Overview
2. Characteristics of top managers
3. Planning for development
4. Managerial career patterns
5. Role of organization

C. Organization development

1. Requirements for effective training
2. Conventional training techniques
3. T-group training
4. Approaches to O.D.
5. Other forms of employee development
6. Evaluating training effectiveness
7. Conclusion

6. Work Planning and Performance Appraisal

   A. Traditional performance ratings
   B. Newer rating methods
   C. The evaluation interview
   D. Management-by-objectives

7. Reward Systems

   A. Wage and salary administration

      1. Determining overall wage and salary level
      2. Job evaluation
      3. Point system
      4. Policy problems
      5. Non-financial compensation

   B. Benefit programs

      1. Role of fringe benefits
      2. Supplementary pay
      3. Insurance programs
      4. Retirement

   C. Individual incentives and performance standards

      1. Role of measured performance
      2. Work standards
      3. Obstacles to incentive systems
      4. Role of supervision

   D. Organization-wide incentives

      1. Group incentive systems
      2. Profit sharing
      3. Consultative committees
      4. Scanlon plan
      5. Industrial democracy

8. Influence Processes

   A. Work motivation

      1. Intrinsic vs. extrinsic

   B. Delegation process

      1. Types of delegation
      2. Reasons for worker participation in decision-making

   C. Authority

      1. Nature of authority

D. Manager-group relations

1. Building a work team
2. Working through the informal organization

9. Communication processes

A. Communications

1. Barriers to effective communications
2. Improving communications

B. Interviewing

1. Listening as a management tool
2. Non-directive interviewing
3. Interviewing techniques

Module 3: Special Topics in Personnel

1. Minority Employment

A. Nature of problem
B. Causes of inequality
C. Government programs
D. What organizations can do

2. Human Resource Accounting

A. Definition and examples
B. Potential of HRA for organizations
C. Possible problems

3. Drug Abuse and Alcoholism

A. Nature of Problem
B. How problem affects employees and organization
C. Company programs
D. Future directions

4. Mental Health and Work Design

A. Problems of assemblyline technology
B. Evidence of mental health problems
C. What can be done, what can't be done?
D. Future directions

5. Job Redesign

A. Nature of job redesign
B. Examples of successful and unsuccessful experiments
C. Relation of job design to performance and satisfaction
D. Future directions

6. Organizational Structure and Performance

   A. Impact of structural variations on employee performance
   B. Ways to modify structures
   C. Existing constraints on structural modifications

7. Introducing Change

   A. Types of resistance to change
   B. Causes of resistance
   C. Minimizing resistance to change
   D. Future directions

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*Under the present format, students have a good deal of latitude in selecting topics for Module 3. Therefore, the topics presented here should be considered only representative and not prescriptive.